Oakland University School of Nursing

Nursing Leadership and Health Care Issues

**NRS
3541 (355)
CRN #13674
CRN #15213**

Faculty:

CLAUDIA C. GROBBEL, DNP, RN, CNL
Assistant Professor

Winter 2018

			Total Hours
COURSE NUMBER:	**NRS 3541 (355) – CRN #13674**		
CREDIT & HOUR	**Credits**	**(Hrs/Wks)**	**Semester**
ALLOCATION:	**3**	**3 x 7**	**21**

COURSE TITLE: **Nursing Leadership and Health Care Issues**

CLASS TIME **January 3, 2018 – February 17, 2018**
& LOCATION: **On-line**

FACULTY OF RECORD: **Claudia Grobbel, DNP, RN, CNL**
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PREREQUISITE or COREQUISITE

Prerequisites: NRS 340 & NRS 452
Co-requisites: NRS 450

COURSE OVERVIEW

This course focuses on the complex relationships among reimbursement systems, organizational cultures, health care delivery systems, professional standards of practice, codes of conduct, and professional nursing practice. The influence of consumer involvement in care, characteristics of the nursing workforce, including skill mix, and the nursing services rendered will be explored. The roles of the professional nurse as leader, manager, collaborator, and member of the inter-professional team are examined. Both inter- and intra-professional communication will be analyzed as they relate to professional nursing practice and the attainment of patient and organizational outcomes.

COURSE OBJECTIVES

1. Identify and discuss health care financing models and their effects on health care delivery and professional nursing practice.

2. Explain the relationships among nurse work force characteristics, including skill mix, staffing patterns, leadership styles, and patient acuity as they relate to patient, nursing, and organizational outcomes, and support evidence based practice.

3. Examine how professional practice standards, codes of conduct, organizational culture, and leadership styles effect health care consumer care and professional nursing practice.

COURSE OBJECTIVES (cont'd.)

4. Examine the roles and responsibilities of the professional nurse as leader, manager, collaborator, and member of the inter-professional health care team.

5. Analyze intra- and inter-professional communication as they relate to conflict resolution, collaboration, delegation, and patient, nursing, and organizational outcomes.

ESSENTIAL CONTENT

Healthcare financing models - private, public, and government supported

Relationships among organizational culture, patient acuity, nurse staffing patterns, nurse skill mix, leadership styles, intra-and inter-professional communication and patient, nursing, and organizational outcomes

Professional nurse roles of leader, delegator, manager, collaborator, and member of the inter-professional health care team

REQUIRED TEXTBOOKS

Boykin, A., Schoenhofer, S., & Valentine, K. (2014). Health Care System: Transformation for Nursing and Healthcare Leaders. Springer Publishing, New York, New York

Porter-O'Grady, T, Malloch, K. (2013) Quantum Leadership: Building Better Partnerships for Sustainable Health, Boston: Jones and Bartlett Publishers. ISBN: 978-1-284-03428-8.

COURSE DESCRIPTION

This course is designed to take the baccalaureate student through the exercises of examining the healthcare systems they work in from a healthcare policy viewpoint moving towards the local role of the professional nurse in practice. The role of leadership will be included.

This course is a combination of on line classroom lecture and activities along with online assignments. Assignments are outlined in Moodle with due dates. Students will be assigned groups to work with for professional discussions related to each assignment.
Each assignment will focus on the student reading, examining, analyzing and drawing conclusions to the specific course objectives. You are expected to compose a short essay answering specific questions posted on each module. Essay requirements are available on Moodle. While there are due dates for each assignment, students can move ahead through the course module content at their own pace.

TECHNICAL REQUIREMENTS

All e-Learning courses at Oakland University are delivered using a learning management system called Moodle that allows instructors to design entire courses online or to enhance a classroom-based course. The Moodle software resides on a server allowing students to access it via a web browser, e.g. Mozilla, Firefox. Each course is uniquely designed by the instructor who may include some of the following components in his/her web-based or web enhanced course: course syllabus, course material/content, course assignments, quizzes/tests, hyperlinks to other websites on the Internet and/or other OU web pages, discussion boards, Internal email, and the course grade book.

Logging into Moodle

Students login to Moodle with their NetID (oakland.edu email) account password. Please remember that anytime you change your NetID password, it will be reflected in your Moodle login.

- Open the Moodle Login page: https://moodle.oakland.edu
- Log-in using the first part of your NetID username and password, e.g. if your email is jwilson3@oakland.edu then:
    - Username: jwilson3
    - Password: whatever your Oakland University email password is

If you have any problems/issues with Moodle, you need to contact or fill out a help desk request form for e-Learning and Instructional Support.

To view course materials in MOODLE you will need the latest version of Adobe Reader that can be downloaded free of charge at www.adobe.com

ACADEMIC CONDUCT

Students are expected to practice and uphold standards of academic integrity and honesty as outlined in the Oakland University undergraduate and graduate catalogs under the section titled "Academic Conduct". Academic dishonesty may result in a numerical grade of 0.0 for this course.

In addition to the Oakland University Academic Conduct policy in the School of Nursing, completion of all course related assignments must be the result of the student's individual effort, except in the circumstance where the assignment requires group effort.

AMERICANS WITH DISABILITIES ACT (1990)

Students with special needs are urged to identify themselves to the faculty and discuss their concerns. If you have a disability and wish to discuss accommodations, please contact the Office of Disability Support Service, 121 North Foundation Hall as soon as possible.
Any student needing special accommodations such as extended test taking time or closed capture for media should contact the faculty directly.

STUDENT PERCEPTION OF CLASSROOM/CLINICAL/NURSING LAB
FACULTY EFFECTIVENESS

Students will be provided the opportunity to evaluate this course and faculty toward the end of the semester.

The information students provide regarding the course and faculty is extremely valuable to both the School of Nursing faculty and administration. Student feedback is especially useful for faculty as they continue to revise and refine course content and teaching strategies.

Please take the time to complete the evaluation forms. We appreciate your time and attention to this important matter.

STUDENT NURSE PROFESSIONALISM EXPECTATIONS
UNDERGRADUATE

Students in the School of Nursing (SON) are educated in classroom, laboratory, and clinical settings that constitute a professional learning environment. The ANA Standards of Professional Performance are the standards of the profession and identify nine behaviors that are expected of every registered nurse. As part of the student nurse's development, it is imperative that these behaviors are demonstrated in all professional settings as part of becoming/being registered nurses. This includes the classroom, laboratory, and clinical settings.

(Please refer to the student handbook or course website for the entire document.)

STUDENT NURSE PROFESSIONALISM EXPECTATIONS
GRADUATE

Students in the School of Nursing (SON) are educated in classroom, laboratory, and clinical settings that constitute a professional learning environment. The ANA Standards of Professional Performance are the standards of the profession and identify nine behaviors that are expected of every registered nurse. As part of the student nurse's development, it is imperative that these behaviors are demonstrated in all professional settings as part of becoming/being registered nurses. This includes the classroom, laboratory, and clinical settings.

(Please refer to the student handbook or course website for the entire document.)

EVALUATION TECHNIQUES

#	Course Requirement	Breakdown	Points
1	Nursing Situation	10%	30
2	Discussion Questions (5)	40%	40
3	Quizzes (3)	30%	30
4	Nursing Quality Outcomes Projectr (20%) Including WebX presentation	20 %	100
		Total Points Possible	200

Faculty and course expectations

It is the intent of this course to cover a wide breadth of topics essential for baccalaureate prepared nurses. As an online course format it allows the learner to move at his/her own pace when mastering topics. The faculty, while maintaining content expertise, teaches from the principles of an adult learner. This means faculty mentors, guides and directs students as they move through the course. Lectures and tests are not as common as reading assignments or application exercises.

The faculty will be on the Moodle course site daily from Monday through Friday. This is an asynchronous course and therefore we may not be online at the same times. Communication will be through the course email. Emails will be answered within 48 hours. The faculty is available to assist students either in person, phone or via WebEx as requested by the student. It is expected the student check in to course at least twice per week. All due dates are posted in the syllabus. Faculty will provide feedback and/or grading to assignments within 3-7 days after the due date.

Late assignments are accepted at the discretion of the faculty. If a student is having a problem completing an assignment he/she should contact the faculty to seek assistance.

All written work is expected to be the students original work, APA format is expected as indicated per assignment. All written work is expected to be the students original work, APA format is expected as indicated per assignment. Quizzes are open book and open note but it is expected for students to work independently and not in groups. All quizzes are timed.

Course Readings and Assignments
These readings are to support your learning and understanding of the topics. Other readings may be assigned as needed. Discussion assignment details will be found on Moodle. All discussion postings are due by midnight on the due date assigned. You have 1 week after assigned discussion posting to respond to your peers.

Assignment	Topic	Objective	Readings (B) Porter O'Grady & Malloch (POG)
Week 1 Introduction	Leadership Assessment Introductions		Syllabus quiz due January 9th (pass/fail) Online orientation January 3rd 7 pm via WebX. Attendance encouraged, session will be recorded Nursing Situation due January 10th
Week 2	Leadership and Healthcare Environments	3. Examine how professional practice standards, codes of conduct, organizational culture and leadership effect health care consumer care.	Boykin Chapter 1-2, 6 Porter O'Grady Chapter 1:A new Vessel for Leadership Chapter 2: Ten Complexity Principles for Leadership **Discussion 1: Organizational Mission DUE January 10th Discussion 1: Leadership discussion DUE: January 17th**
Week 3	Innovation and Change	4: Examine the roles and responsibilities of the professional nurse as leader, manager, collaborator and member of the healthcare team.	Boykin Chapter 4 &5 Porter O'Grady Chapter 4 & 5 Leadership **Discussion 2: Change DUE: January 24th Quiz 1: IHI quiz assignments due January 24th**
Week 4	Change, Conflict and risk taking	5. Analyze intra- and inter professional communication as they relate to conflict resolution, collaboration, delegation.	Boykin Chapter 8 Porter O'Grady Chapter 6:-8

			Discussion 3: Communication &Conflict due January 31st **Quiz 2: Conflict & Communication Due January 31st** **Note: Discussion 5: Random thoughts initial post due January 31st**
Week 5	Understanding healthcare finance	1. Identify and discuss health care financing models and their effect on healthcare.	Project instruction via Moodle **Discussion 4: Healthcare Reform due February 7th**
Week 6	Random thoughts An ongoing discussion	All objectives	Readings found on week 6 references **Discussion 5: Random thoughts responses due February 7th** **Quiz 3: QSEN February**
Week 7	Analysis and synthesis of Health Care Finance: Application of Communication, Teamwork principles	1. Identify and discuss health care financing models and their effect on healthcare.	**Project/Papers due February 15th** **Presentations via WebX February 13th 7 pm Students are expected to attend.**

Faculty expectations:

Module Assignments: Instructions are posted for each assignment on Moodle.
Students are expected to post an original essay reflecting their response to the discussion questions. All answers/analysis are considered valid if they are backed up with logical, valid references, research or literature. Your responses are to build on each other and you can learn, discuss and debate these healthcare issues from a variety of perspectives.

DISCUSSION ASSIGNMENT GENERAL INSTRUCTIONS

Objective: To examine a healthcare issue from a nursing viewpoint.
              To explore various viewpoints related to a specific healthcare issue
              To increase understanding of various complex issues in healthcare and the role of
leadership in addressing.

Instructions: Each discussion topic is outlined in the syllabus. The text is to be used as a
baseline to increase your understanding of these issues. Groups may be assigned depending on
class size.   These discussions are meant to begin a professional dialogue regarding key issues
impacting the nursing profession. You are expected to prepare a response to each discussion
questions. Details will be found on Moodle. There is no set viewpoint or 'correct' answer to
these topics; you will support your opinions or analysis with appropriate use of the literature and
readings. Responses to group members may be in dialogue format. ***This is not a summary of the
readings but synopsis of the issue with your thoughts, questions and analysis of the issue.*** Use
the text and any outside research to support your conclusions and positions. Post your discussion
as you might if you were having a face to face dialogue. This needs to be a thoughtful response.
You are not graded on APA format but be mindful to reference as needed. You may use 'I'
language, personal examples to support your analysis. You can post as many times as you wish.
Grading will be done as posts come in. You are expected to read your group members papers
and comment on their viewpoints.
 "I agree" and 'good job' are nice supportive comments but will not be graded without a more
substantive comment.

Grading:
Each essay is worth 10 points. Most discussions will follow the rubric below. There is 8 points
for the original post and up to 2 points for participation in the discussion. If grade requirements
are different, the instructor will post in the discussion assignment. (i.e., the Random Thoughts
assignment has a different rubric). All discussion postings need to be posted directly into the
discussion box and not as an attachment. This allows for ease of reading by all students and
facilitates a 'discussion type' format. Grading will be done online via the rating score in the
discussion board. The instructor is the only one who has access to this and no scores show up in
the public domain but are sent directly to the student's grade book. The instructor will not be
'correcting' each assignment but assign a rank based on the criteria below. The instructor will
participate in discussions. Any student who wishes for individual 'correcting' can send their
assignment via email attachment requesting instructor to give detailed feedback. If a student is
struggling with an assignment, the instructor will contact them directly as well.

Points	Criteria
7.0-8.0	Well written, logical, presents clear understanding of the issue from the readings. Poses a unique understanding or perspective of the topic **Has an outside reference beyond the text. Or adds substantively to the group discussion (posts more than once, adds depth to conversation)** **.**

6.0-6.9	Well written, good summary of information. No new information added beyond text. Uses only text
5.0-5.9	Writing reflects only a superficial summary from the readings. No application or analysis evident. Lack of references
0-2.0	Will be assigned based on student participation in discussion with their peers

<h1 style="text-align:center">Quality/Change project instructions</h1>

Quality Care as a function of leadership
The objective of this assignment is for the BSN student to examine, explore and apply leadership, quality care and/or change management principles to a current health care issue. This is mean to be a synthesis of key concepts learned throughout the course.

This assignment is designed to allow the nurse scholar to investigate, analyze and synthesize issue relation to the professional nurse understand the key issues facing our practice. This analysis is to gain depth of a topic and not breadth. Each topic below is broad and has much information. You need to clarify your goals/thesis and objectives and then begin your analysis. The underlying principles of leadership, change management or quality and safety should guide your analysis. You will be required to provide constructive feedback to your peers upon review of their projects. This is a group assignment.
Please submit your topic to faculty by the end of the 3rd week of class. Faculty will provide support and feedback to define your project.
Suggested topics or areas (but not limited to, students can propose own topic):
1. Select a current clinical process from your own work arena that needs improvement for quality care. This can be clinical or administrative, such as staffing, core measures (CAUTI, CLAPSI)
2. Select a change management project with relevance to nursing or quality care.
3. Select a workforce issue and explore from a systems leadership approach

<u>Deliverables:</u>
Group Paper (20% of grade)
Expectations
1. Research you topic. You must explore the current literature. A minimum of 4 references (can have more if needed and most likely will), preferable research based. Each person in the group will need to contribute a minimum of 2 references.
2. Go to the literature and research your topic. Gain clear understanding of the topic and the issues related. Include relevant data to support your topic. Research and explore from *any* of the following nursing issues: professional, legal, financial, ethical, quality of care. Identify what nursing issue needs to improve. It is expected to have depth to your topic not just reporting information. Include your analysis and synthesis of what you have learned.
3. Determine the impact on nursing care. Include any nursing leadership positions Outline and explain, explore, propose any options or solutions.

Paper grading criteria	POINTS AVAILABLE
Clear introduction and purpose. Includes a **thesis statement.**	10
Background: Clear definition of topic and relevant literature. Clearly states what the issue is.. .	25
Theory application:	25

Identify a leadership and/or nursing theory that will guide your project.	
Proposed change Expected Outcomes including implementation timeframe	20
Class presentation This is 5-7 slides for student to share with class in a 5 minute presentation	10
APA format	10
TOTAL POINTS	**100**

Oakland University School of Nursing
GRADE CONVERSION

Note: 70% = 2.5

PERCENTAGE	GPA
100.00	4.0
98.00 – 99.99	3.9
96.00 – 97.99	3.8
94.00 – 95.99	3.7
92.00 – 93.99	3.6
90.00 – 91.99	3.5
88.00 – 89.99	3.4
86.00 – 87.99	3.3
84.00 – 85.99	3.2
82.00 – 83.99	3.1
80.00 – 81.99	3.0
78.00 – 79.99	2.9
76.00 – 77.99	2.8
74.00 – 75.99	2.7
72.00 – 73.99	2.6
70.00 – 71.99	2.5
68.00 – 69.99	2.4
66.00 – 67.99	2.3
64.00 – 65.99	2.2
62.00 – 63.99	2.1
60.00 – 61.99	2.0
58.00 – 59.99	1.9
56.00 – 57.99	1.8
54.00 – 55.99	1.7
52.00 – 53.99	1.6
50.00 – 51.99	1.5
48.00 – 49.99	1.4
46.00 – 47.99	1.3
44.00 – 45.99	1.2
42.00 – 43.99	1.1
40.00 – 41.99	1.0